



# Marsh Green Primary School



## Writing Policy

2025-26 Written by Natalie Ashcroft

Achieve Believe Celebrate

Our writing curriculum is based on a mastery-learning mode using the programme Pathways to Write. Key skills are taught and repeated; there are multiple opportunities to use and apply skills before they are mastered support children in achieving within their writing. Each unit follows a process of conceptual understanding (hook and purpose for writing), procedural fluency (lessons to learn and practise new skills) and further opportunities for children to apply their skills before they are challenged to write a composite piece. Engaging, diverse texts are chosen primarily on their literary merit and have strong (age appropriate) grammar examples, inspirational content and the correct balance of new vocabulary.



## **Aims**

- Ambitious texts develop children's love of reading and imagination whilst immersing them in a diverse curriculum that builds their knowledge of the world around them.
- Progressive units of work expose children to a wide range of vocabulary and aim to engage and challenge them as readers - promoting a love of writing and the written word.
- Children will understand the importance of speaking and listening, reading and writing as they develop their own understanding of books before writing for a purpose. Building these skills will assist the children in becoming independent writers, who demonstrate confidence and belief in their abilities.
- Opportunities for writing across all areas of the curriculum gives real-life content and purpose whilst allowing further opportunities to practise and apply skills.

Achieve Believe Celebrate

- A love of writing is promoted within a literacy-rich culture which celebrates achievements.

## Organisation

- Skills are built up through repetition within the units, and children apply these skills in the writing activities provided. Opportunities for widening children's vocabulary are embedded through the Pathways to Write approach and this builds on the extensive work we do in school to provide our children with a rich and varied vocabulary.
- The process of writing (composition) is modelled consistently in writing sessions and across the wider curriculum; discussions are formed as teachers model thought processes that are needed to compose a piece of writing along with how to improve work successfully. This gives children the confidence and resilience to apply these skills to independent tasks.
- Transcription is revisited throughout all lessons to embed skills, making clear connections between spellings, punctuation, handwriting and grammar.
- Spoken language underpins the development of reading and writing. Children are immersed in a culture of high-quality language to develop their understanding, vocabulary and grammar. Opportunities to apply these skills through discussions, debates and co-operative group work are planned within each unit of the Pathways to Write programme.



- The teaching of phonics through Little Wandle throughout EYFS and KS1, supports fluency in transcription skills. Spelling, further understanding of language and transcription is taught through the Spelling Shed programme from Year 3 to Year 6.

- Explicit teaching of grammar, through stories with Headstart, and handwriting through Letter Join, from Year 1 to Year 6, provides further opportunities for children to revisit and develop transcription skills each week.

## **Special Educational Needs**

Support for children who are identified as having specific learning difficulties related to writing includes:

- Adapted lessons that are planned to support the children at the correct stage of their development allowing time for children to review previous learning before new concepts are introduced.
- Small group work with an emphasis on adult modelling and oral rehearsal giving children the opportunity to hear and to rehearse sentences before writing.
- Additional phonics sessions to deepen GPC knowledge and support transcription skills, which in turn supports children in composing their writing with greater confidence.
- Adapted Spelling Shed sessions to support development and to introduce new vocabulary at an appropriate level.

## **Assessment**

- Pathways to Writing maps out national curriculum objectives for each unit of work as gateway (previously taught skills) or mastery keys (main skills focused on throughout the unit). Formative assessment is integrated into purposeful practice. Focusing on clear, specific objectives within each writing unit, allows teachers to accurately diagnose capabilities and difficulties to ensure that teaching is appropriately targeted and that pupil needs are identified.
- We believe that the purpose of feedback should be to further children's learning. This feedback can be verbal or written. Effective feedback encourages children to take responsibility for improving their own work. Teachers help children to reflect on their learning every lesson in a timely and purposeful manner.

- Pathways Overview of Objectives are used alongside summative assessments at the end of each writing unit. This allows teachers to identify next steps and inform future planning plus any necessary adaptations to support learning.